Kenilworth Public Schools
Curriculum Guide

Content Area: Public Speaking
Grade: 9-12
BOE Approved: 7/11/2016

Revision   Date: February   2020
Submitted   by: Joseph   Pickton
BOE Revision Approved: 2/10/20

Public Speaking: Grades 9-12

Unit 1- Introduction To Drama	Unit 2- Beginning Performance	Unit 3- Advanced Performance	Unit 4- Fundamentals of Speech Writing	Unit 5- Fundamentals of Oral Presentation	Unit 6- Advanced Oral Presentation
Weeks 1-6	Weeks 7-12	Weeks 13-20	Weeks 21-25	Weeks 26-31	Weeks 32-38
The study of the fundamentals which form the structure of a drama, as well as performance techniques-both verbal and non-verbal. .	The study of the fundamentals which compose text interpretation and monologue performance.	The study of the elements which comprise playwriting and duet performances.	The study of the basic fundamentals that comprise the development of persuasive and informative speeches.	The study of the elements that compose both verbal and nonverbal communication in delivering an oral presentation.	The study of how to apply verbal techniques; such as tone, diction, and inflection, along with other non-traditional elements to an oral presentation
Unit Targets: ● .Define the basic terms related to a drama and apply them to a performance. ● Learn vocal mechanism techniques and apply them to create characterization. ● Evaluate how body positioning and facial expressions must be incorporated into a performance.	*Unit Targets:* ● Determine how to analyze dialogue, and stage cues to develop character traits. ● Learn parts of the vocal mechanism. ● Demonstrate how vocal qualities such as pitch, rate and diction can create a character.	*Unit Targets:* • Review why following basic story structure is required to write a duet scene. • Learn how to write dialogue which moves the plot forward. •Identify the differences between blocking and stage business and when each should be used in a performance.	*Unit Targets:* ● Discuss how pathos, ethos, and logos are to be incorporated in writing a persuasive speech • Identify which of the three basic organizational formats would be appropriate to structure a persuasive	*Unit Targets:* ● Determine whether the manuscript method or memorization method of delivery works best in presenting a speech. • Analyze the purpose of incorporating vocal variety into a speech	*Unit Targets:* ● Discuss why tone and diction are appropriate for an oral presentation and how each should be used when giving a speech. ● Evaluate the ways in which inflection may influence an oral presentation.

			speech. • Analyze how evaluating an audience will influence the purpose of an informational	• Identify how eye contact should be appropriated into an oral presentation. • Evaluate the importance of body language into an oral presentation	• Analyze the ways in which a visual aid would enhance an oral presentation

Unit One– Introduction to Drama

Unit Title: Introduction to Drama

Unit Summary: An overview of how plays are written, as well as what acting techniques make up a successful performance.

Primary Interdisciplinary Connections: Art, History, and Psychology

21st Century Career and Life Themes: Information, Career Readiness

Learning Targets

RL.11-12.3**.** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

Technology Standards: 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Content Statements: Literary-Analyze structure and elements of plays/scenes; Writing: persuasive writing/structure/ word usage; Grammar/Language: analysis of word choice, tone; Speaking/Listening: group discussions/class discussions/practice scenes/peer evaluations/rehearsals

Big Idea: Successful performances are dependent upon understanding the concept of a play and basic acting techniques.

Unit Essential Questions:	Unit Enduring Understandings:
• Why is it important to be able to map the plot structure in a play? • In what ways can a performer use vocal techniques to create a character? • How does a vocal character connect to a physical character?	•It is important to identify key elements such as: the inciting incident, rising action, climax, falling action and denoument in order to shift a performance accordingly. • A performer must use a variety of vocal techniques, such as pitch and tone, to create a character that is dynamic and not static. • The speech of a character, such as diction and elocution, will often provide cues as to the character's physical performance. .

Unit Learning Targets
Students will…

Analyze selected plays for their effectiveness and purpose

Identify the plot structure and its elements in selected plays

Determine which types of verbal techniques should be applied to a variety of characters

Analyze how non-verbal techniques create a fully rounded characters

Perform several different scenes from a variety of plays.

Evidence of Learning

Summative Assessment:

Formative Assessments:
• Analyzing plays and scenes from plays.
• Identifying the different types of verbal and non-verbal techniques.
• Applying both verbal and non-verbal techniques to the rehearsal of dramatic scenes.
• Performances of dramatic scenes

Lesson Plans

Activities/Interdisciplinary Connections	Timeframe
• Lectures on plot structure and theatrical elements • Analysis of plot structure in selected plays • Lecture on verbal and non-verbal techniques • Rehearsal of dramatic scenes with verbal and non-verbal techniques • Performances of dramatic scenes	One Week One Week One Week One Week One Week
Teacher Resources	*Teacher Note*
• Introduction To Theatre Arts Guide: A 36 Week-Action Guide	

Differentiating Instruction:

Students with Disabilities, English Language Learners, and Gifted & Talented Students

Examples of Strategies and Practices that Support Students with Disabilities:
• Use of visual and multisensory formats
• Use of assisted technology
• Use of prompts
• Modification of content and student products
• Testing accommodations
• Authentic assessments

Examples of Strategies and Practices that Support Gifted & Talented Students:
• Adjusting the pace of lessons
• Curriculum compacting
• Inquiry-based instruction
• Independent study
• Higher-order thinking skills
• Interest-based content
• Student-driven instruction
• Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:
• Pre-teaching of vocabulary and concepts
• Visual learning, including graphic organizers
• Use of cognates to increase comprehension
• Teacher modeling
• Pairing students with beginning English language skills with students who have more advanced English language skills
• Scaffolding
•Word walls
•Sentence frames
•Think-pair-share
•Cooperative learning groups

Unit Title: Beginning Performance.
Unit Summary: An introduction to text analysis and the principles of the monologue
Primary Interdisciplinary Connections: Art, History, and Psychology
21st Century Career and Life Themes: Information, Career Readiness

Learning Targets

RL.11-12.3**.** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate
Technology Standards: 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Content Statements: Literary-Analyze structure and elements of plays/scenes; Writing: analysis of theme/structure/ word usage; Grammar/Language: analysis of word choice, tone; Speaking/Listening: group discussions/class discussions/practice monologues/peer evaluations/rehearsals
Big Idea: A dramatic performance will be successful in conjunction with accurate text analysis

Unit Essential Questions:	Unit Enduring Understandings:
• How does analyzing a script give the actor clues about how to portray the character and relate to the other characters? •How does a story's theme and style of the play effect the actor/actresses? •Why should a performer look for a monologue which fits his or her type?	•It is important to identify how changes in dialogue, as well as stage-directions, will lead to character shifts both internally and externally. • An actor/actress must adjust his or her performance to convey the message, as well as the mood of the play. • A monologue that fits type will allow for a performer to take risks, as he or she is already with core principles of the character.

Unit Learning Targets
Students will…

Analyze selected plays for dialogue cues that signal a shift in characterization.

Identify where stage directions impact character relationships in selected plays

Determine how to incorporate dialogue cues and stage directions into a performance.

Analyze the effects of pitch, rate, tone and inflection on a monologue.

Perform several monologues and incorporate pitch, rate, tone and inflection into each one.

Evidence of Learning

Summative Assessment:

Formative Assessments:
• Analyzing plays and scenes from plays
• Identifying the different types of dialogue cues and stage directions.
• Applying pitch, rate, tone and inflection to a monologue rehearsal.
• Performances of monologues.

Lesson Plans

Activities/Interdisciplinary Connections	Timeframe
• Lectures/Analysis on the use of dialogue in scenes. • Interpretation of dialogue in performances • Lectures/Activities on/related to stage directions • Lectures on the usage of vocal mechanism techniques in a monologue • Performances of monologues	One Week One Week One Week One Week One Week
Teacher Resources	*Teacher Note*
• Introduction To Theatre Arts Guide: A 36 Week-Action Guide	

Differentiating Instruction:

Students with Disabilities, English Language Learners, and Gifted & Talented Students

Examples of Strategies and Practices that Support Students with Disabilities:
• Use of visual and multisensory formats
• Use of assisted technology
• Use of prompts
• Modification of content and student products
• Testing accommodations
• Authentic assessments

Examples of Strategies and Practices that Support Gifted & Talented Students:
• Adjusting the pace of lessons
• Curriculum compacting
• Inquiry-based instruction
• Independent study
• Higher-order thinking skills
• Interest-based content
• Student-driven instruction
• Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:
• Pre-teaching of vocabulary and concepts
• Visual learning, including graphic organizers
• Use of cognates to increase comprehension
• Teacher modeling
• Pairing students with beginning English language skills with students who have more advanced English language skills
• Scaffolding
•Word walls
•Sentence frames
•Think-pair-share
•Cooperative learning groups

Unit Three-Advanced Performance

Unit Title: Advanced Performance.
Unit Summary: An introduction to playwriting and the principles of a duo performance.
Primary Interdisciplinary Connections: Art, History, and Psychology
21st Century Career and Life Themes: Information, Career Readiness

Learning Targets

RL.11-12.3**.** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate
Technology Standards: 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Content Statements: Literary-Analyze structure and elements of plays/scenes; Writing: duet format/structure/ word usage; Grammar/Language: analysis of word choice, tone; Speaking/Listening: group discussions/class discussions/practice monologues/peer evaluations/rehearsals
Big Idea: Relevant dramatic works are often drawn from personal experience and an understanding of higher level technical conventions.

Unit Essential Questions:	Unit Enduring Understandings:
•How can a playwright construct an effective script? •Why are character development and plot important elements when writing a script? •Why is the concept of motivated movement important to a duo performance? •What is the effect of incorporating 'stage business into a duo performance?	•A playwright who incorporates characters and experiences which are emotionally relevant will often create scripts which connect with the audience. • Character development and plot elements are significant towards writing a script because following the flow of both will allow for audience engagement. • Motivated movement is important to a duet performance because it will strengthen both the characters and the conflict in the scene. •Stage business will often enhance a character, as well as define the focus and importance of a scene.

Unit Learning Targets
Students will…

Analyze selected plays and authors to determine where a writer's personal experience was incorporated into it.

Identify and evaluate plays with engaging plot and character arcs.

Compose a duo scene based on a personal experience.

Analyze the effects of motivated movement and stage business on selected scenes.

Perform a duo scene using motivated movement and stage business.

Evidence of Learning

Summative Assessment:

Formative Assessments:
• Analyzing plays and scenes from plays
• Write a duo scene.
• Define the different types of stage movement (blocking)
• Identify examples of stage business.
• Perform a duo scene.

Lesson Plans

Activities/Interdisciplinary Connections	Timeframe
• Lectures/Analysis on the use character/plot development in selected plays/scenes. • Lectures on writing the duo scene • Writing the duo scene • Lectures on blocking/stage movement and stage business • Performances of duos	One Weeks One Week One Week One Week Two Weeks
Teacher Resources	*Teacher Note*
• Introduction To Theatre Arts Guide: A 36 Week-Action Guide	

Differentiating Instruction:
Students with Disabilities, English Language Learners,
and Gifted & Talented Students

Examples of Strategies and Practices that Support Students with Disabilities:
• Use of visual and multisensory formats
• Use of assisted technology
• Use of prompts
• Modification of content and student products
• Testing accommodations
• Authentic assessments

Examples of Strategies and Practices that Support Gifted & Talented Students:
• Adjusting the pace of lessons
• Curriculum compacting
• Inquiry-based instruction
• Independent study
• Higher-order thinking skills
• Interest-based content
• Student-driven instruction
• Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:
• Pre-teaching of vocabulary and concepts
• Visual learning, including graphic organizers
• Use of cognates to increase comprehension
• Teacher modeling
• Pairing students with beginning English language skills with students who have more advanced English language skills
• Scaffolding
•Word walls
•Sentence frames
•Think-pair-share
•Cooperative learning groups

Unit Four – Fundamentals of Speechwriting

Unit Title: Fundamentals of Speechwriting
Unit Summary: An overview of speechwriting
Primary Interdisciplinary Connections: Art, History, and Psychology
21st Century Career and Life Themes: Information, Career Readiness

Learning Targets
NJSLS Standards: W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
Technology Standards: 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Content Statements: Literary-Analyze structure and elements of effective public speeches; Writing: persuasive writing/structure/ word usage; Grammar/Language: analysis of word choice, tone; Speaking/Listening: group discussions/class discussions/practice speeches/peer evaluations
Big Idea: Public speaking is an important part of communication in education and in careers

Unit Essential Questions:	Unit Enduring Understandings:
• Why is public speaking important? • What makes a speech strong? • What are the essential components of an effective public speaker?	•Public speaking is a form of communication that is vital to numerous types of human interaction.. •A strong speech involves research, structure, audience awareness and use of language. •Becoming an effective speaker involves confidence, preparation, and knowledge of verbal and non-verbal communication.

Unit Learning Targets
Students will...

•Analyze speeches for their effectiveness and purpose
•Analyze author's purpose and audience in speeches
•Determine an author's point of view, analyze style and content of written speeches
•Analyze persuasive techniques and rhetorical devices
•Write a persuasive speech

•Write an informational speech

Evidence of Learning

Summative Assessment: Written speeches/Oral presentations☐

Formative Assessments:
• Analyzing speeches
• Writing drafts of speeches
• Peer editing/review of speeches
• Peer reviews of oral presentation skills

Lesson Plans

Activities/Interdisciplinary Connections	*Timeframe*
• Lectures on fundamentals of speech writing • Development of persuasive speech • Delivery of persuasive speech/peer review • Development of informative speech • Delivery of informative speech/peer review	One Week One Week One Week One Week One Week
Teacher Resources	*Teacher Note*
• Essentials of Speech Communication-text	Watch 3-4 TED Talks

Differentiating Instruction:
Students with Disabilities, English Language Learners, and Gifted & Talented Students

Examples of Strategies and Practices that Support Students with Disabilities:
• Use of visual and multisensory formats
• Use of assisted technology
• Use of prompts
• Modification of content and student products
• Testing accommodations
• Authentic assessments

Examples of Strategies and Practices that Support Gifted & Talented Students:
• Adjusting the pace of lessons

- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:
- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Unit Five– Fundamentals of Oral Presentation

Unit Title: Fundamentals of Oral Presentation
Unit Summary: An overview of oral presentation skills
Primary Interdisciplinary Connections: Art, History, and Psychology
21st Century Career and Life Themes: Information, Career Readiness

Learning Targets

NJSLS Standards: W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Technology Standards: 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Content Statements: Literary-Analyze structure and elements of effective public speeches; Writing: persuasive writing/structure/ word usage; Grammar/Language: analysis of word choice, tone; Speaking/Listening: group discussions/class discussions/practice speeches/peer evaluations

Big Idea: Verbal and non-verbal communication skills are vital to effective public speaking.

Unit Essential Questions:	**Unit Enduring Understandings:**
• Why are the qualities of a strong communicator? • What makes a speaker effective? • Why are nonverbal cues important? • What qualities are needed to be an effective public speaker?	• A strong communicator demonstrates confidence, knowledge and understanding of both non-verbal and verbal speaking skills. • There are many important factors in creating an effective speaker, the ability to connect with their audience through eye-contact, diction and non-verbal cues. • Becoming an effective speaker involves confidence,preparation, and knowledge of verbal and non-verbal communication.

Unit Learning Targets
Students will…

- Analyze speeches for their effectiveness and purpose
- Analyze and evaluate peer speeches
- Determine an author's point of view, analyze style and content of written speeches

•Analyze persuasive techniques and rhetorical devices
•Perform several different types of speeches

Evidence of Learning

Summative Assessment: Written speeches/Oral presentations

Formative Assessments:
• Analyzing speeches
• Writing drafts of speeches
• Peer editing/review of speeches
• Peer reviews of oral presentation skills

Lesson Plans

Activities/Interdisciplinary Connections	*Timeframe*
• Lectures on speech structure/grammatical elements • Development of a demonstrative speech • Delivery of demonstrative speech/peer review • Development of an explanatory speech • Delivery of explanatory speech/peer review	One Week One Week One Week One Week Two Weeks
Teacher Resources	*Teacher Note*
• Essentials of Speech Communication-text; Essentials of Public Speaking-text	Watch 3-4 TED Talks

Differentiating Instruction:
Students with Disabilities, English Language Learners,
and Gifted & Talented Students

Examples of Strategies and Practices that Support Students with Disabilities:
• Use of visual and multisensory formats
• Use of assisted technology
• Use of prompts
• Modification of content and student products
• Testing accommodations
• Authentic assessments

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:
- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Unit Six– Advanced Oral Presentation

Unit Title: Advanced Oral Presentation
Unit Summary: An overview of advanced presentation skills.
Primary Interdisciplinary Connections: Art, History, and Psychology
21st Century Career and Life Themes: Information, Career Readiness

Learning Targets
NJSLS Standards: W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
Technology Standards: 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Content Statements: Literary-Analyze structure and elements of effective public speeches; Writing: persuasive writing/structure/ word usage; Grammar/Language: analysis of word choice, tone; Speaking/Listening: group discussions/class discussions/practice speeches/peer evaluations
Big Idea: The use of advanced verbal and non-verbal techniques will result in a speech that achieves its intended purpose.

Unit Essential Questions:	Unit Enduring Understandings:
• How will the tone of a speech influence the mood of the audience? • How will the use of inflection affect the meaning of word choices when delivering a speech? • What is the purpose of incorporating visual aids into an oral presentation? • What must be done in order to ensure that a visual aid adds to an oral presentation and does not detract?	• When delivering an oral presentation it is required that the speaker's tone of voice matches the speech topic • Inflection must be strongly considered when delivering an oral presentation in order to ensure that the correct meanings are communicated to the audience. • A correctly designed visual aid will further assist the audience in understanding the oral presentation topic. • In order to develop an effective visual aid, verbiage must be kept to a minimum.

Unit Learning Targets
Students will…

Analyze speeches for their effectiveness and purpose

Analyze and evaluate peer speeches

Determine an author's point of view, analyze style and content of written speeches

Analyze persuasive techniques and rhetorical devices

Perform several different types of speeches

Evidence of Learning

Summative Assessment:

Formative Assessments:
• Analyzing speeches
• Writing drafts of speeches
• Peer editing/review of speeches
• Peer reviews of oral presentation skills

Lesson Plans

Activities/Interdisciplinary Connections	Timeframe
• Lectures on the dramatic structure • Review and analysis of plays and selected scenes from plays • Lectures on verbal techniques/Application to selected scenes • Lectures on verbal techniques/Application to selected scenes • Performances of scenes using all theatrical techniques	One Week One Week One Week One Week Two Weeks
Teacher Resources	*Teacher Note*
• Introduction To Theatre Arts Handbook-Text	

Comment [JP1]:

Differentiating Instruction:
Students with Disabilities, English Language Learners,

and Gifted & Talented Students

Examples of Strategies and Practices that Support Students with Disabilities:
• Use of visual and multisensory formats
• Use of assisted technology
• Use of prompts
• Modification of content and student products
• Testing accommodations
• Authentic assessments

Examples of Strategies and Practices that Support Gifted & Talented Students:
• Adjusting the pace of lessons
• Curriculum compacting
• Inquiry-based instruction
• Independent study
• Higher-order thinking skills
• Interest-based content
• Student-driven instruction
• Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:
• Pre-teaching of vocabulary and concepts
• Visual learning, including graphic organizers
• Use of cognates to increase comprehension
• Teacher modeling
• Pairing students with beginning English language skills with students who have more advanced English language skills
• Scaffolding
•Word walls
•Sentence frames
•Think-pair-share
•Cooperative learning groups